DOCUMENT RESUME

ED 425 386 CG 028 944

AUTHOR Tien, Hsiu-Lan Shelley
TITLE Research and Practice of Career Counseling in Taiwan.
PUB DATE 1998-08-00
NOTE 25p.; Paper presented at the Annual Convention of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
PUB TYPE Information Analyses (070) -- Speeches/Meeting Papers (150)
EDRS PRICE EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Adolescents; Adults; *Career Counseling; *Career Development; Elementary Secondary Education; Foreign Countries; Higher Education; Lifelong Learning
IDENTIFIERS *Taiwan

ABSTRACT

The literature on career development in Taiwan is reviewed. Three decades ago career counseling began with vocational guidance for junior high graduates going to seek a job; the meaning of work focused on earning a living, and the main task was simply to help graduates find jobs. Now the broadened meaning of "career" is defined as a lifelong process of learning and work; career counseling has become a set of services available for all individuals across the life span. Career counseling cannot be viewed independently from social context and public policy; therefore, counselors are called on to provide new opportunities for potential development. Studies included in this review are focused on three groups: (1) students in different stages; (2) special populations such as women, handicapped groups, and special adults; and (3) career development programs in public or private enterprises and professions. Current problems are discussed in three areas: the educational system, special groups and adults, and organizations. Implications of these research studies and practical problems for career counseling are discussed. (Author/EMK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 425 386

Running head: CAREER COUNSELING IN TAIWAN

Research and Practice of Career Counseling in Taiwan

Hsiu-Lan Shelley Tien
National Pingtung Teachers College, Taiwan, ROC
E-Mail: A660@adm.npttc.edu.tw

Paper presented at the 106th annual convention of the American Psychological Association, San Francisco, CA, August 14-19th, 1998.

CG028944

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

2

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

H. Tien

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

ABSTRACT

The purposes of this manuscript are (1) to review literature on career development, (2) to discuss current problems encountered in these studies, and (3) to explore new perspectives for career counseling practice in Taiwan. Research studies in the past few years were first reviewed in three areas: the educational system, special groups, and organizations. Career counseling problems encountered are then discussed within these similar three aspects. Finally, implications of these research studies and practical problems for career counseling are discussed.

Research and Practice of Career Counseling in Taiwan

This manuscript reviews career research studies in Taiwan. Problems encountered by counseling practitioners are also discussed. The author believes that research conducted during the past few years can provide implications for the counseling practice. Conceptual contributions derived from those studies can also offer new perspectives for career counselors in their practical work. In addition, for effective career counseling in diverse societies, advanced research is needed to verify the applicability of current theories in a diversified world.

In schools, career counseling has often been sacrificed by educators' over-emphasis on intellectual learning. It's necessary to remind both counselors and policy makers with a broadened view of career counseling when the tenth year of compulsory education, which focused on technological education, is going to be executed. For special populations and adult groups, equal opportunities for self-exploration and world-of-work understanding were emphasized. Moreover, the practitioners should pay attention to specific needs of these special groups. As far as the public and private organizations, the employment relationship was discussed. To balance the needs of the whole organization and the needs of the individuals in that organization, the author emphasized the importance of counseling professionals employed in organizations. Programs such as career development system and employment assistant program can actually benefit not only employees but also employers as well.

In the global economic, advanced technology, and changing society, we observe significant change in the nature of work and the meaning of career. Three decades ago in Taiwan, the vocational counseling work began with vocational guidance for junior high

graduates who are going to seek a job. The meaning of work focused on earning a living. The main task of vocational guidance was simply to help graduates find a job. Now the broadened meaning of career is defined as a lifelong process of learning and work. Career counseling, instead of vocational guidance, is then defined as a set of counseling services available for all individuals across the life span. Varieties of counseling activities need to be designed to assist individuals with the necessary transition skills for career development. Generally speaking, in the new era, career counseling can not be viewed independently from social context and public policy. Therefore, with the progression of economics, technology, and social welfare in Taiwan, we as career counselors need to provide people in the new era with opportunities for potential development.

In this manuscript, empirical studies with regarding career development in Taiwan will be summarized; current issues and career concerns for students, employees, and special populations will then be discussed; and finally, implications for career counseling practice will be provided.

EMPIRICAL STUDIES IN THE PAST FEW YEARS

Empirical studies in the past few years can be summarized in terms of topic, method, and types of population served. The author identified three groups of populations for review: (1) studies focused on students in different stages; (2) studies focused on special populations such as women, handicapped groups, and special adults; and (3) studies in public or private organizations. Most of the studies reviewed in this manuscript were published papers or unpublished theses from 1990 to 1995.

Studies focused on students in different stages. Most of the studies on students were conducted with college students. Decision-making behavior and its related variables

such as beliefs, barriers, and locus of control were important study variables. Xie (1990) explored the relationships among career decision-making self-efficacy, sex-role attitude, field independence, decision-making style, and career uncertainty. The results indicated that the variable self-efficacy is highly correlated with the subjects' career certainty. Wu (1991) investigated the relationships between career beliefs, trait anxiety, and decision-making behaviors for junior college students. G.Lin (1991) tested the vocational interest structure of high school and college students. The correlation between pairs of interest types partially supported Holland typology.

In addition, there were also studies focused on students from particular majors. For example, C. Li (1985) investigated the differences of job expectations between self-supported and government-supported students in medical programs. He observed the differences of students' expectations between the two programs and suggested different educational objectives for each program. Hung (1994) investigated the career development of junior college students majoring in nursing.

Outcome studies were also conducted with small groups or those in particular curricula. W. Lin (1989) assessed the effectiveness of a cognitive-based career program for college freshmen. The results indicated a significant positive effect of this program in facilitating the individuals' cognitive development for those who are at the first developmental or dualism stage. H. Lin (1992) examined the effectiveness of career counseling program with different types of undecided high school students. L. He (1990) tested the effectiveness of a career curriculum and a group counseling program for high school student career development. The results indicated that neither program did increase the students' development when they were provided independently. But when

both programs were mixed and provided together, student development in career exploration, planning, and career attitude were benefited.

Correlation studies for secondary school students were concerned with family impact on individual vocational behavior. T. Yuan (1994) was interested in parent influence on high school students' work values and their career development. L. Cheng (1993) also emphasized parental influence on the individual career development. Obviously, studies for children's career awareness and career exploration are needed in the future.

Studies focused on special populations. People from diverse groups have different concerns for their career development. For handicapped groups, S. W. Lin (1989) investigated the factors related to the career maturity of limb handicapped. The results indicated that variables such as family support, educational degree, vocational self-concept, and self-concept are related to the individuals' career maturity. Z. Cheng (1990) interviewed 20 exceptional inventors and indicated that personality traits, family support, and learning attitudes are three important factors for their career success. C. Li (1990) interviewed 20 handicapped but excellent youth and found that those handicapped did encounter serious barriers in their career development, for example, being refused after applying for a job or entrance to school. However, those frustrations can act as a facilitator for their career development if they can overcome such barriers. The mediation factors include positive self-concept, strong achievement motivation, and internal locus of control.

For another special group, Chuang (1991) proposed the dilemma encountered by gifted girls. It seems that the gifted girls develop very well; however, as a matter of fact,

the gifted girls confront many social and cultural barriers that have been neglected by parents and school counselors.

Female career development has been a popular research topic in the past few years. L. Liu (1989) noticed the under-representativeness of females in the areas of business management and interviewed a group of female managers. She found that these female managers are highly motivated, well educated, and enjoy support from important others. These factors are significantly related to their success. H. Liu (1985), on the other hand, focused on female physicians. Compared to male physicians, she found that the females tended to come from families with high social-economic status. In addition, those females were highly anticipated, highly motivated, and did not perceive serious problems in taking charge of the patients. However, they still believed that they encountered more barriers than males in the process of career development. Most of the important barriers come from the conflicts between career and family. For women who work in social welfare organizations, W. He (1992) found that those women had higher degree of self awareness. They strongly hoped to maintain a good balance between family and career. Besides, family interaction and financial management were important activities when they make career plan.

To help the females become aware of the barriers they are likely to encounter, L. Chen (1995) developed a Career Barrier Inventory, which help college women explore factors that influence their career development. L. Wang (1990) is interested in female students who enrolled in nontraditional majors and found that parents' occupations, parents' support, masculinity, self-esteem, and career salience are significant variables which facilitate females' choice behaviors in nontraditional fields.

For dual-career families, Fu (1986) investigated the factors associated with wives' marital satisfaction in dual career families and emphasized that husband-support is the most important factor that influences wives' satisfaction. G. Li (1990) explored the relationship between occupational stress and job and marital satisfaction. For 307 dual-career women in Taipei area, she found significant correlation between job stress and marital and job satisfaction. Moreover, she indicated that those who in their mid-career stage can adjust better than those who just enter the job market. E. Ye (1991) investigated the factors which influence dual-career couple's home and career conflicts. The results indicated that the wives expressed more problems in time management and lack of energy, especially for those families with young children. In the same study, Ye indicated that spouse support and role expectation were two important factors associated with the individuals' home career conflicts.

Other types of diverse groups include athletes, solders, and ethnic minorities. Lu (1990) interviewed some retired athletes and asserted that retirement planning is an important part of career planning. A good retirement plan can obviously encourage young adolescents with exercise talents enter the athlete professionals. Yeh, Chien, & Shung (1992) examined the career development stages of professional solders. They believed that information gathering and career path exploration are important tasks at the beginning stage. After that, various types of in-service training or continuing education are important for advanced development.

For minority groups, Y. Wu (1992) indicated that most of the people from the island "Lan Yu" do not have enough chance to get higher education. Even if they have opportunities to leave the island, they will go back to their home island in the long run.

Studies focused on public and private enterprises. In addition to students and special populations, career development of adults in varieties of organizations was also emphasized recently. Career development programs and career planning workshops were popular and both employees and employers can benefit from those programs.

Wei (1989) investigated the applicability of Career Development System (CDS) from the viewpoint of human resources. She interviewed two institutions, one public and the other private, and discussed the strengths and shortcomings of the CDS. Q. Zhang (1992) examined the relationships between career planning and job satisfaction. N. You (1991) emphasized the importance of career development program for novices in organizations. He asserted that a good career development program did increase the employees' career maturity.

In addition to the effectiveness of career programs, it also has been noticed that employees in different stages concern and perceive their career problems differently. J. Cheng (1990) explored the relationship among career maturity, personal traits and job stress for novices in public and private enterprises. The results indicated that the individual's perceptions of job stress were significantly correlated to the individuals' personal traits. In additions, for those novices, part-time work experience is a good facilitator for career maturity. For experienced employees, their needs for career counseling were not neglected. Huang (1992) indicated that most managers hoped to have more opportunities for in-service training or continued education. They anticipated to be provided with fare opportunities for being promoted. In addition, they also expressed the need for being helped to develop retirement plans. Y. Cai (1991) investigated the career problems encountered by advanced employees in business organizations. Stagnation,

little chance to be promoted, and burnout are prevalent problems. To overcome these problems, the career development programs or employee assistant programs should be established to improve the organization's production. S. Liao (1991), on the other hand, examined the relationships between career congruence and career satisfaction of white-collar employees. The results indicated that employees with higher educational degree usually perceive higher degree of congruence between person and work environment. In additions, the more congruent the individuals feel, the more satisfied they perceive in their work.

Aside from those aforementioned studies, most of the studies focused on employees in different professional fields. Y. Liu (1989) explored how professionals in science and high-technology areas develop their career. The results indicated that both personal traits and achievement motivations were important factors. B. Liu (1990) investigated the work values and career development of manufacture employees in Taipei area. The results indicated that intrinsic values were expressed as more important than external values. G. Wang (1990) explored the in-service training systems in industrial-engineering organizations. Y. Wu (1993) investigated the career needs of checkers in accounting business. S. Lin (1993) examined the stress and adjustment of employees in information processing field. Hsiao (1994) investigated employees' work motivations in a private company.

Teachers' career development also attracts a lot of studies. C. Li (1992) interviewed 15 teachers and asserted that career anchor was an important idea that influences an individual's career decision making. She induced teachers' career development into six stages and pointed out five important anchors that influence those teachers' decision-

making behavior. Those five types of anchors were professional ability, achievement, prestige, security, and being independent. Chang (1992) examined the relationship among locus of control, work stress, and the career development of elementary school teachers. M. Liu (1995) explored elementary school teachers' attitudes toward their career development. C. He (1992) examined the correlation between self-concept, locus of control, and elementary school teachers' career development. H. He (1993) explored the career development of expert special education teachers. G. Sun (1993) examined the factors perceived by secondary school teachers in their career development. Z. Zhang (1993) investigated junior college teachers' attitudes toward turnover (transition) and the factors that influence their turnover attitude. S. Cai (1993) explored the relationships between work values and vocational interests of secondary school teachers. H. Zeng (1993) examined the career needs and career concerns of elementary school teachers.

Other studies examined variables related to individuals' career development. Yu (1994) was particularly interested in the correlation among variables such as career motivation, work values, organization climate, and career strategies. Y. Lin (1995) examined the relationship between organizational climate and the individual's career development. L. Li (1992) investigated the relationship between personal traits and career satisfactions of salesperson in different career stages. He found that the relationships between personal traits and job satisfaction varied in different stages. Their career concerns also varied for individuals in different development stages. Ou (1989) investigated the relationship between shyness and career maturity. Computerized career counseling is a new trend in the new era. There were only a few studies in this area (Lin et. al. (1992).

CURRENT PROBLEMS WE ENCOUNTER

The importance of career counseling has been emphasized by educators, employers, and social welfare workers in diverse fields. However, we still have to make an effort to increase individual benefits and social welfare. In this section, problems related to career counseling practice encountered by school educators, employers in organizations, and special populations will be discussed.

Problems in educational system. During the compulsory education, which is from first to ninth grade in Taiwan, most students are encouraged to perform well at a variety of achievement tests in order to get into excellent high schools and universities. For those who can perform well, they spent too much time in study and do not have enough chance to do exploration about themselves, nor the world of work, which are two important parts of career counseling.

In elementary school, most of the teachers, even the principals and administrators, believe that children are too young to be provided with career counseling. They think that children do not have to seek for a job and therefore career guidance is not necessary in elementary school. What they think important for those children is to perform well behaviorally and academically to get into junior high. Under this circumstance, career counseling seems to be overlooked by elementary school educators.

For junior highs, we can observe two categories of students: those who prepare to go to high school and the others who do not or can not. For students who perform well and prepare to go to senior high, they just study hard and take tests. There seem no activities for them to explore questions such as "Who I am?" and "What I am going to be?" Neither

do they have any chance to realize the reality of the world of work. If the students can not get into the senior highs, they might have to choose vocational school. Most of the time, the boys will choose industrial and technical schools and the girls will choose commercial or home-economic schools. For students who do not prepare for further education, they are provided with cooperative education and may do what they do after they graduate. They are not provided with enough opportunities to do exploration, neither personal characteristics nor work world information before they get into job market.

For senior high school students, the academic competition is even more serious. All the students have to choose either natural science or social science as their study focus at the end of the first year. Before they get into the college, they have to decide which department to get in. Knowledge of college information is important for them to make a good decision. Personal interest, values, and aptitude are also important. However, most of the students choose the college major according to the scores they obtain in the College Entrance Examination. Only for those who score high on the exam have the opportunities to choose their ideal majors.

At the stage of college and university, career counseling seems become important suddenly. Except for those who prepare for graduate studies and those who go to military services, almost all of the students enter the job markets after they graduate. Therefore, job-seeking skills seem to be the most important part of career counseling. In fact, curriculum and training programs in particular departments provide the students with knowledge and skills necessary for them to perform well in their future work. What the counseling center can do is to provide students with opportunities to explore themselves more deeply. From this point of view, more professional counselors are needed to provide

students with professional services.

In fact, facilities and faculties are two important factors that influence the practice work of career counseling. In Taiwan, the government has made an effort to provide financial aids for counseling facilities under the plan of the "Six-year Guidance Work Program". However, the professionally trained school counselors should be more important than facilities to provide effective counseling. Scholars and practitioners in counseling field should collaborate in facilitating the students' career development.

Problems for special groups and adults. Career problems concerned by adults include transition from one work to another, the second specialty training for those who can not find a job which fits what they have learned, psychological and physical burnout, rehabilitation or transition after serious accidents, and special services for layoffs, solders, handicapped, women, retirees, and aged people. To provide career counseling for these adult groups, the threes steps, knowing oneself, knowing the world of work, and true reasoning are always three important principles. However, the counselor should pay attention to the individual differences. To understand individual behavior, it is necessary to understand the effects of an individual's past and present contexts in present perceptions of events, possibilities, or his or her own characteristic. These perceptions may influence the individual's decision behavior.

For layoffs, they not only lose a job, but also doubt the meaning of life. Special services should be provided to help them create a new self. For females, the conflict between home and work is one of their concerns. Barriers such as gender stereotype, social expectation, and relocation may also narrow their occupational choices. For professional solders, they are only at forties when they retired. However, there seem no

specific services for their transition from military to the regular world of work.

The physical limitation also constrain the handicapped to narrowed occupations. How to broaden their view of self and provide them with sufficient information in the work world is important.

Problems in organizations. Most of the private organizations have their own welfare policies and educational training systems. Some of the employers put more emphasis on employees' personal growth. They believe that the employees' growth can contribute to the companies a lot. However, most of the employers focus on the growth of the company instead of the employees' benefits. Generally speaking, the problems occurred in organizations include three aspects: (1) the companies do not have professionally trained counselors; (2) the employers neglect the employees' career development; and (3) the employees do not realize the importance of career development.

In most organizations, the employees' career problems are completely neglected by the employers. Even if some employers notice the psychological problems encountered by employees, they might not be able to hire professionally trained counselors to deal with those problems. If the employers put more emphasis on humanistic ideas in their personnel management, they should be able to select and hire psychological professionals in their organizations.

As far as the types of method to deliver services, lecture would be the most popular way. In additions, psychological testing has been used for the purpose of screening and placement. However, the employees' personal and career development was not emphasized. In fact, lots of ethical issues need to be noticed when the tests are employed.

Employment relationship is another important issue. The relationship between

individual and company is different from that between employee and employer. How to balance the needs between the company and the individual is a kind of artistic work for all employers. The individual's career objectives should be consistent to the goals set by the company. The company's development should be concerned not only by employers but also by employees. In additions, how to define so called "career success" and "career achievement" is also an important issue when studies are conducted in the area of career counseling.

IMPLICATIONS FOR PRACTITIONERS

In Taiwan, the context in which people live is changing markedly. The government, school systems, and the private enterprise need to be active in promoting a scheme to facilitate an individual's career development. Many of the studies aforementioned in this manuscript were either outcome research or correlation studies. In those studies, most of the inventories were constructed for the purpose of research instead of practice. For a counseling practitioner, inventory is one of the sources to help students explore self and develop their career plans. It is important for school counselors in Taiwan to have available inventories that are based on their own culture as well as on sound theories.

Besides, the counselors need to become aware and knowledgeable about the profound changes that are occurring in the context in which career planning is done. We also need to develop new techniques for career counseling. For example, information could be provided through the internet and community counseling centers. Certainly, we need to pay attention to the cost-benefit effects.

School education. The compulsory education should provide the foundations for

lifelong career development. More specifically, the curriculum should include self-awareness, opportunity awareness, and decision learning. For self-awareness, the students should be provided with opportunities to understand distinctive characteristics such as abilities, skills, and attitudes. For opportunity awareness, it's mainly to understand the world of work. For decision learning, the students are taught general decision-making skills. In addition, all educational provision should provide regular opportunities for students to relate what they are learning to the wider society and to their future career development.

The author believed that career counseling has been overlooked for many years in our educational system. One important reason is that we over emphasized intellectual learning. The competitive grading system for intellectual learning stresses judging over learning. It adversely affects teachers by turning them into students' opponents, justifying inadequate teaching methods, trivializing course content, encouraging evaluation methods that misdirect and inhibit student learning, and rewarding teachers for punishing students. Both teachers and parents emphasize on students' study performance rather than on their behaviors, nor on their moral and value development, which are close related to career development. Although similar problems happened in the United States (Krumboltz, 1996), the author believed that the problems were even more serious in Taiwan.

In additions, when the tenth year of compulsory education is going to be executed, more professional career counselors are needed. The concept of career counseling should be as broaden as self and world of work exploration instead of the narrowed "job placement". Besides, we also have to pay attentions to the increased dropouts and

joblessness. They need services on both job-seeking skills and also self-exploration. Although the students get the opportunity to receive technical training as their tenth year of compulsory education, they won't be able to stay in school forever. We need to put efforts on school to work transition and we also need to have growing concerns by the government to help those students get into the workforce.

Special adults. Post-school education and in-service training would be very important for adults. The individual might not be well prepared when s/he entered the job market. For many persons, what they work for might even not relate to what they learned in school. The individuals can not get into the learning areas they really like just because they can not get enough scores in the College Entrance Examination. For some students, they even do not know what they like. What they are taught is to study hard and get into college. What the adults emphasized career planning and career exploration were sacrificed in education. From this point of view, further and higher education need to be expended so that adults can obtain post-school training and qualifications.

More emphasis also need to be placed on the process of obtaining job-related competence, especially for handicapped and minorities. To provide these special groups with effective counseling, we need collaboration from diverse professionals, for example, social welfare, social work, special education, counseling, psychology, and even anthropology. Based on a reasonable recognition from a variety of fields, these individuals can get deserved opportunities to do career exploration.

In addition to job-related competence, both internal and external barriers are also important topics for discussion in the counseling process. When an individual seeks help from a career counselor, the exploration of personal characteristics is important. However,

BEST COPY AVAILABLE

the external barriers are even more important that influence the individual's vocational choice behaviors. In fact, it's a function of how they view current social or occupational expectations and opportunities for personal choice.

Employment relationship. For employment relationship, efforts need to be made in the negotiation of the set of mutual expectations between employer and employee. The contract they signed is a kind of "psychological contract" (Argyris, 1960) instead of behavioral contract. In fact, the congruence between one's personal life and the demands of life in organizations would influence the individual's stability in that organization. It would also influence the achievement and satisfaction perceived by the individual.

With regard to the evaluation of employees, at the team level, we depend on effective team performance. While at the individual level, new competence is required and new standards of performance have to be defined. The employees should be given opportunities to review where they are and where they are going. Actually, the individuals can develop their own training needs. The individual rather than their employers should to take the primary responsibility for acquiring the skills they need and keeping them up to date. Therefore, the employers need to support and encourage the employees' efforts rather than initiate and direct activities.

SUMMARY

This manuscript reviewed research studies and problems in career counseling in Taiwan. Implications for future practice were also discussed. As we approach the twenty-first century, we as career counselors have to think about the social and economic contexts of work. During the twentieth century, career theories and techniques have been

based mainly on psychology. The idea of fit between individual and occupation was emphasized. Nowadays, the social and cultural contexts that engulf our daily work are really important for counselors to view their activities. In fact, career behavior will be affected by psychological dynamics, shifts in occupations, changing education and training requirements, and cultural transition. Therefore, an integration from diverse professionals would be necessary to facilitate the individual's career development when we approach the 21st century.

References

Argyris, C. (1960). Understanding organizational behavior. Homewood, IL: Dorsey Press.

Cai, S. (1993). Career stages, career interests, and work values of junior high school teachers. (Chinese) Unpublished master's thesis, National Taiwan Normal University, Taipei, Taiwan.

Cai, Y. (1991). Career problems of expert employees. (Chinese) Unpublished master's thesis, Chung-Yuan University, Chunglee, Taiwan.

Chang, J. (1992). Locus of control, work stress, and career development of elementary school teachers. Elementary Education Report, 5, 33-89.

Chen, L. J. (1995). The development of the Career Barriers Inventory. (Chinese) Psychological Testing, 42, 217-226.

Cheng, J. (1990). Career maturity, personality, and work stress of novice employees. (Chinese) Unpublished master's thesis, Dan Chung University, Taipei, Taiwan.

Cheng, Z. (1990). Personal traits, creativity, and career development of exceptional creators. (Chinese) Unpublished master's thesis, National Taiwan Normal University, Taipei, Taiwan.

Cheng, L. C. (1993). Personal and family-related variables and career decision-making behavior. (in Chinese) Elementary Education Report, 6, 33-116.

Chuang, M. (1991). The dilemma of gifted females. (Chinese) Hsienju Teachers' College Report, 5, 65-97.

Fu, C. (1986). Marital satisfaction and related factors for dual career family wife. (Chinese) Unpublished master's thesis, Chengchi University, Taipei, Taiwan.

He, C. (1992). Self concept, locus of control, and career development of elementary school teachers. (Chinese) Elementary Educational Research, 4, 1-28.

He, H. (1993). The career development of expert special teacher. Special Education and Rehabilitation, 3. 153-178.

He, L. (1990). The effectiveness of career exploration program on vocational self-concept, career maturity, and career decision-making of 9th-grade students. (In Chinese) Unpublished master's thesis, National Taiwan Normal University, Taipei, Taiwan.

He, W. (1992). Career satisfaction, life satisfaction, and career development of dual career females in Taipei (in Chinese). Unpublished master's thesis. Donwu University, Taipei, Taiwan.

Herr, E. L. (1974). The decade in prospect: Some implications for vocational guidance. In E. L. Herr (Ed.), Vocational guidance and human development (pp. 551-569). Boston: Houghton Mifflin.

Hsiao W.(1994). Work motivation of employees in a private enterprise]. Chinese Annual Report of Guidance and Counseling, 2, 25-59.

Huang, X. (1992). Needs assessment for Career planning of managers (in Chinese). Unpublished master's thesis, Donwu University, Taipei, Taiwan.

Hung, M. (1994). Factors related to career development of nurse college students. (In Chinese) Hung-Guang Medical College Report, 23, 1-50.

Katz, M. (1973). The name and nature of vocational guidance. In H. Borow (Ed.), Career guidance for a new age (pp. 83-134). Boston: Houghton Mifflin.

Krumboltz, J. D. (1996). Competitive grading sabotages good teaching. Phi Delta Kappan, 78(4), 324-326.

Li, C. (1985). A comparison of career expectations of government-support and self-support medical students. (in Chinese) Unpublished master's thesis, National Taiwan University.

Li, C. (1992). Career development and career anchor of school counselors (in Chinese). Unpublished master's thesis, National Taiwan Normal University, Taipei, Taiwan.

Li, C. (1990). Career development and career-related factors of exceptional handicapped (in Chinese). Unpublished master's thesis, National Taiwan Normal University, Taipei, Taiwan.

Li, G. (1990). Work stress, coping strategies, marital satisfaction, and leisure activities of dual-career women in Taipei area (in Chinese). Unpublished thesis, Chinese Cultural University, Taipei, Taiwan.

Li, L. (1992). Career development stage, personal trait, and career satisfaction of salesperson. Unpublished thesis, Chinese Cultural University, Taipei, Taiwan.

Liao, S. (1991). Career congruence, career maturity, and work satisfaction]. Dan-Chung University, Taipei, Taiwan.

Lin, C. (1992). Computerized college information for career guidance (in Chinese). Bulletin of Educational Psychology, 25, 31-51.

Lin, H. (1992). The effects of career group counseling on different types of career undecided. Unpublished master's thesis, National Taiwan Normal University, Taipei, Taiwan.

Lin, G. (1991). Congruence, consistency, differentiation, and career interest structure of male and femele students in exploration stage. (in Chinese) Unpublished master's thesis, National Taiwan Normal University, Taipei, Taiwan.

Lin, S. W. (1989). Self-concept, career maturity, and associated variables of handicapped individuals. Unpublished master's thesis, National Taiwan Normal University, Taipei, Taiwan.

Lin, S. F. (1993). The relationship between career attitude, work stress, career orientation, and person-environment fit of information processing employees (in Chinese). Unpublished master thesis, Chung-Yuan University.

Lin, W. (1989). Effects of cognitive career program on freshmen's cognitive development and career certainty. Unpublished master's thesis, National Taiwan Normal University, Taipei, Taiwan.

Liu, B. (1990). Work values and career development of manufacture employees. Unpublished master's thesis, Chinese Culture University.

Liu, H. (1985). Career and marital development of professional doctors. Unpublished master's thesis, National Cheng-Chi University.

Liu, L. (1989). Career development of female managers. Unpublished master's thesis. Don-Hai University, Taichung, Taiwan.

Liu, M. (1995). Career attitudes of elementary school teachers (in Chinese). Tainan Teachers College Report, 28, 115-151.

Liu, Y. (1989). Career strategies of science and technological researchers (in Chinese). Unpublished master's thesis, National Cheng-Chi University.

Ou, S. (1989). Shyness and career development (in Chinese). Unpublished master's thesis, National Cheng-Chi University.

Savickas, M. L. (1996). Public policy and career counseling for the twenty-first century. The Career Development Quarterly, 45(1), 3-4.

Sun (1993). Career development and career-related factors of junior high school teachers. Unpublished master's thesis, National Kaohsiung Normal University, Kaohsiung, Taiwan.

Wang, G. (1990). In-service training program for information processing employees (in Chinese). Unpublished master's thesis, National Taiwan Normal University, Taipei, Taiwan.

Wang, L. (1990). Factors affecting females' nontraditional vocational choice behaviors. Unpublished master's thesis, National Taiwan Normal University, Taipei, Taiwan.

Watts, A. G. (1996). Toward a policy for lifelong career development: A transatlantic perspective. The Career Development Quarterly, 45(1), 41-53.

Wei (1989). An investigation of the execution of career development program at public and private organizations (in Chinese). Unpublished master's thesis, National Cheng-Chi University, Taipei, Taiwan.

Wu (1991). Career beliefs, situation/trait anxiety, and career decision making actions of college seniors (in Chinese). Unpublished master's thesis, National Taiwan Normal University, Taipei, Taiwan.

BEST COPY AVAILABLE

Wu (1993). Needs assessment for career development of accountant checkers]. Unpublished master's thesis, National Don Wu University.

Wu, Y. (1992). Career development model of Taiwan minorities (in Chinese). Unpublished master's thesis, Don-Hai University, Taichung, Taiwan.

Xie, H. (1990). [Sex role, field independent, career decision-making style, career self-efficacy, and career uncertainty. Unpublished master's thesis, National Taiwan Normal University, Taipei, Taiwan.

Ye, E. (1991). Home-career conflicts and related factors (in Chinese). Unpublished master's thesis, National Taiwan Normal University, Taipei, Taiwan.

Yeh, C., Chien, S., & Shung, C. (1992). Career development of professional solders (in Chinese). Fu-Hsing-Gun Report, 47, 257-275.

You, N. (1991). Effects of career development program on career maturity and career satisfaction of novice employees. Unpublished master's thesis, Dan-Chung University, Taipei, Taiwan.

Yu, C. (1994). Career motivation, work value, organization climate, and career strategies (in Chinese). Proceedings of the National Science Council, 4(2), 286-304.

Yuan, T. (1994). Parents' influences on work values and career development of junior highs (in Chinese). Guidance Journal, 17, 1-13.

Zeng, H. (1993). Career development, career needs, and career concerns of elementary school teachers (in Chinese). Unpublished master's thesis, National Cheng-Chi University, Taipei, Taiwan.

Zhang, Q. (1992). Career plan and job satisfaction of employees (in Chinese). Unpublished master's thesis, Don-Hai University, Taichung, Taiwan.

Zhang, Z. (1993). Career transition and related factors for college teachers (in Chinese). Unpublished master's thesis, National Taiwan Normal University.